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ABSTRACT

The guide for developing 4-H curricula for training adult volunteers stresses changing factors which argue in favor of individualized training programs for the volunteers. It provides an outline for a minimum curriculum which consists of a basic orientation program for beginning leaders and suggestions for additional training based on the volunteers' responsibility, background, interests, and needs in one or more of the following areas: organizational leadership; project/activity leadership; area organizational leader coordinator; area project and activity leader coordinator; volunteer boards in 4-H; leaders councils; sponsors; citizens of community; business and governmental agencies; civic, service, fraternal, and religious organizations; and things more experienced leaders might want to know. (JR)

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DEVELOPING 4-H CURRICULA

FOR TRAINING VOLUNTEERS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NATIONAL 4-H VOLUNTEER
LEADERSHIP DEVELOPMENT
COMMITTEE REPORT 1973

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DEVELOPING 4-H CURRICULA FOR TRAINING VOLUNTEERS

We need updated curricula for training volunteer 4-H leaders if 4-H is to serve increasing numbers of youth during the 70's.

More volunteer 4-H leaders are being recruited from a more diverse adult population as 4-H membership increases among more diverse youth. Basic changes in society, and recent changed leader roles, has made much of the past 4-H volunteer leader training less valid.

These factors must now be considered:

- Educational and experience levels of the leader. The content and kind of training must vary with the educational level and experience of the leader. The more educated leader can use a more intensive, self-directed training program, with only basic guidelines, than the less educated.

- The population is more mobile. This means shorter leader tenure. This, coupled with an increasing number of intensive, short-term 4-H programs, demands that leaders become effective in a short time. We need to train more leaders to maintain such a program. Long-term apprenticeship or on-the-job training no longer meets the needs of many volunteer 4-H leaders.

- Customs and traditions of the leaders and members must be known and considered in developing curricula.

- Curricula must be relevant to the personal and group needs of both leaders and members.

- Leaders must be involved in selecting a curriculum for themselves. Training must equip leaders to succeed immediately in the tasks they undertake. They need to know both the "how" and the "what" to teach.

- Adults and teens may be specialists both in expertise and interests. Involve and train them in aspects of the program suited to their specialized skill, knowledge and interests.

2A

- Help Learning Happen: Various teaching techniques 4-H leaders can learn to use in making their 4-H program more effective. Group discussions, tours, meetings, workshops, etc.

- Involving Parents: How leaders can become acquainted with 4-H parents; suggestions to involve parents in planning and carrying out programs for their children as well as the total 4-H group.

Additional training based on the leader's responsibility, background, interest, and needs could be selected from the following:

Organizational Leaders

- Working with Other Adults: Sensitivity to others, leader task responsibilities.

- Managing Group Programs: Management of youth groups, principles of program planning, group renewal dynamics.

- Recruiting Volunteer Leaders and Members: Who recruits; the when, where, and how of recruitment, orientation, enrollment; beginning leader education.

- Public Relations: Utilizing mass communication media, how to keep influentials informed.

- Planning With Officers: Officers' responsibilities; when and how planning is done.

- Recognition and Awards Programs: Club, community, county/area, state, national awards recognition, scholarship programs, both formal and informal.

Project/Activity Leaders

- Project/Activity materials, directions, objectives

- Project/Activity events, activities

- Project/Activity recognition and awards

- Relevant county, state, national programs

Both volunteers and paid staff should know about the 4-H organization, its purpose, mode of operation, and the relationships of the people involved. This should be part of the curriculum for volunteer 4-H leaders. Additional training of the volunteer should be based upon the requirements of the leadership task to be performed plus the leader's past education and experience. Needs of the organization and the volunteer require individualized training.

Build training around the individual's own situation. Group meetings a few times a year may meet only a few leaders' needs. Consider individualized instruction through programmed texts, self-learning centers, volunteers counseling volunteers, radio, T.V., and other technologies.

Teens doing the same work as adults should receive the same type of training. Training for teens should start where they are. Short-term apprenticeship may be appropriate.

A "cafeteria" approach to training each volunteer 4-H leader is worth considering. The leader, with proper counseling, can choose his own training. A minimum curriculum should include:

Basic Orientation Program for Beginning Leaders (Non short-term)

- Purpose of 4-H: Reasons for having a 4-H program and guidelines for developing programs for 4-H members.
- Leadership Tasks in 4-H: Explore these, describe, and suggest how to carry out each task; discuss operation of various 4-H groups.
- 4-H Meetings: Explore how leaders and members plan and conduct the day-to-day operation of a 4-H group.
- Planning Individual 4-H Members' Programs: Discuss how to consider the individual member, his social and economic family situation as the leader develops learning experience for him and the group.
- How 4-H Members Learn: Basic learning principles that affect members' learning and how the 4-H leader can apply them to 4-H.

3A

Area Organizational Leader Coordinator

- Public relations
- Promoting 4-H
- Recruitment of members/leaders
- 4-H Club/group organization
- Beginning leader orientation

Area Project and Activity Leader Coordinator

- Teaching adults
- Project/activity materials, directions, objectives
- Project/activity events, activities
- Project/activity recognition and awards
- Relevant county, state, national programs

Volunteer Boards in 4-H, Leader Councils, etc.

- Purpose of 4-H
- Extension Service, personnel, responsibilities to 4-H
- Board's purpose, constitution, by-laws, organizational chart
- Financial need, status
- Past minutes of Board meetings, annual reports
- Present 4-H situation at relevant local, county, district, state level: Membership, age, geographic location, leadership, program direction, trends
- Unmet needs of youth in community

Sponsors

- Purpose of 4-H (brief)
- Popularized annual report on 4-H
- Program direction
- 4-H, Extension, sponsors' relationships

Citizens of Community

- Purpose of 4-H (brief)
- 4-H, Extension, community relationships

Business and Governmental Agencies

- Purpose of 4-H (brief)
- Popularized annual report on 4-H
- 4-H, Extension, community, business relationships

Civic, Service Fraternal, Religious, etc., Organizations

- Purpose of 4-H (brief)
- Popularized annual report on 4-H
- 4-H, Extension, community relationships

Occasional Resource People

- Purpose of 4-H (brief)
- Specific details of job to be done

Things More Experienced Leaders Might Want to Know

- Understanding Youth: Basic developmental needs of youth, handling children, relating development needs to members' educational programs.

- Teen/Adult Interaction: Relating to teens, maximize the effectiveness of teen leadership.

- Methods and Materials for More Effective Teaching: Sources of printed materials, good teaching techniques, audio-visual aids, methods of recognition.

- Human Relations: Importance of group involvement, sensitivity to others.

- Designing Learning Experiences: Involving youth in determining needs, looking at each individual in his environment, climate for learning, tours, field trips, exchanges, camping, etc.

- Motivating Youth: Providing satisfactory learning experience for youth, meaningful community service programs that give recognition, importance of individual and group awards.

- A Look at the Community: Human resources, getting cooperation of the community, locating and using community facilities.

- The Art of Listening: How to listen and suggest alternatives and yet let youth make many final decisions.

- Values: Meaning and development of values, individual and group values, values of program determination.

- Factors Influencing Youth Programs: Social trends, youth cultural trends and inter-organization trends affecting youth programs.

- Cross-Youth Groups Activities: Activities and programs that might be more successful if multiple groups were involved.

- Leadership for Leisure: How to maximize the use of recreation and cultural sub-community resources to teach youth benefits of leisure time.

- Volunteer-Professional Staff Relations: Balance for changing youth programs, accountability programs, interchanging roles of the professional and volunteer, communication channels, program continuity.

- Evaluation of the Group's Program: Leader-member evaluation, observations, check lists, records, professional-leader evaluations.

- Public Relations: The importance of good public relations for group recognition and support.

- Committees: Reason for committees, types of committees, maintaining committees.

- Understanding and Working with: Aggressive youngsters, passive youngsters, prejudice.